THE JOURNAL OF EDUCATION

Volume 123 DECEMBER, 1940 JAN 6 1941 Number 9

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BOSTON **SIX PARK STREET**

The JOURNAL of EDUCATION

ESTABLISHED 1875

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Represented in New York by C. D. Buckwell, 17 West 44th Street; and in Chicago by James Mason, 605 No. Michigan Ave.

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THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.25 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

"Now children, what would you like to study to-day?" That is the sort of silly question some poorly informed persons imagine the modern teacher starts her day with. Wiser ones know that there is a real need for "Widening Children's Interests"—and we are happy to lead off with a very practical article on that topic.

"The Romeros' Christmas" and "The Funny Side of Quizzes" both deal with the human side of school work—just as important as the technical.

The short piece contrasting "Traditional and Modern" was contributed by a student in a teachers' college. We invite other such students to share their observations with our readers.

James Newell Emery's paper, "Even a One-room School" will encourage every rural teacher who reads it.

Can you admit your own faults? You can at least recognize them if they are pointed out to you. Dr. Rudolf Ekstein has spotlighted some of the more or less typical ones in his article "Your Own Psychology."

With so much energy going into remaking of curricula these days, you may be surprised at any one asking "What Is the Curriculum?" but the question is fundamental after all, and Dr. Eginton's views are stimulating.

▼

Many of our subscribers in the home sector will be interested to know that Garry Cleveland Myers is coming to New England on a lecture tour. See note on page 305.

▼

Around the corner of 1941 we already have sighted and corralled for Journal readers some exceptionally fine articles. You will not want to miss the fresh, creative thoughts of Lewis H. Chrisman, Louis Foley, W. C. McGinnis, Emma Rinehardt, Arthur A. Schoolcraft, Ruth Strang and other similarly gifted and inspiring writers.

TO HELP overcome the insidious influence of the "fifth column", pupils should be fortified through these richly inspiring books. For here is a wealth of vivid prose and poetry revealing the spirit and courage which is the foundation of our American way of life—the treasure our young people must guard. Such reading creates high ideals, kindles patriotism, and gives the soul courage to hold fast to the good.

THE 676 selections in these books for the four upper high school years cover a wide range of themes, ideas, emotions, and purposes. They represent the life and literature of the world but there are, of course, more American and English authors than those from other countries. Since the selections are grouped around "centers of interest" instead of in chronological order, the authors of the past take on a fresh appeal.

THE REALM OF READING

MANY literary types are represented. There are narrative poems, lyric poems of all forms, short stories, novelties and generous passages from representative novels. Full-length and short one-act plays, nonsense verses, letters, orations, essays, etc. From Homer to Thomas Wolfe the pupil finds lofty thoughts, comedy, tragedy, adventure, and sagas of heroes. His life, for all the years to come is deeply enriched.

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AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, DECEMBER, 1940 NUMBER 9

EDITORIALS:

World at Lessons

After the War, What?

The present war will come to an end eventually, we hope, and the New Order which it ushers in must not be one dictated by avarice or revenge. It must not be one that is based on slave- master relationships.

But what must and will it be?

In all probability no one yet has conceived the ultimate plan in full detail. It will need to be evolved slowly and with utmost care. A United States of Europe or of the World, a Union of Nations having real power to guard the peace of mankind and to prevent any nation hereafter running amuck with excessive armaments—this will be the likeliest proposal as one sees it now. Certainly there will be no revival of the League of Nations or any similar body having no authority to enforce its decrees. History reminds us that the original form in which such a league was conceived in this country—in a movement headed by William Howard Taft in 1915—called for an international police force. The necessity of such an organization becomes more and more clear as we watch what has occurred for want of it.

The Hard Marker

School marks may be greatly out of fashion in advanced circles but we continue to hear about them from young people, some of whom take them very seriously. Only the other day a boy in a junior high school who had been receiving A's in mathematics complained that a second teacher, to whom his class had been transferred, gave him nothing but C's. The quality of his work had not changed, he said, but only the teacher. Taking up the matter with his new teacher, the lad was told that marks do not mean much anyway and different teachers have different ways of looking at things—different standards of value, so to speak.

While it was fine and loyal of the C-marking teacher to put it that way, the probable fact is that the A-marker is careless, glances over pupils' papers but hastily, trusting that they have done their work better than she does hers. Besides, she knows that few complaints are ever made about marks that are too high, and such cases can be explained away with little difficulty.

If school marks are to mean anything of value, they need to be given conscientiously. This in itself will serve to make them more consistent as between teachers. If some teachers continue to be hard markers and others to be soft markers the hard markers are probably more realistic and offer a better preparation for doing one's work in the world; for, as one well-remembered teacher used to declare "The world marks hard."

The Greeks and Greek

Admiration for the military prowess of modern Greece in its struggle with Italy may have the incidental effect of creating a demand for the study of ancient Greek in American schools and colleges.

Of the two classical subjects which formerly occupied a major portion of the student's time, Latin has fared better than Greek in this era of science and electives. While there are obvious reasons for the retention of Latin as more closely akin to English and of simpler grammatical structure than Greek, the cultural loss from the abandonment of Greek literature is unfortunate and serious.

Fashions do change in language study as in other matters. Perchance a swing in the direction of Greek is already overdue.

Rogers and Rackets

The late Will Rogers was a lovable fellow and his humor did a lot for public sanity. There was danger, however, that some of his facetious remarks would be taken the way they were not meant. On that score, his advice to every American to "get himself a racket" must surely have had harmful effects.

What is a racket anyway? It is a scheme for grabbing unearned money. If a community cannot support itself by everyone taking in some one else's washing—a useful enough service, to be sure—it can scarcely make economic headway with everybody cheating everyone else. This may seem too obvious to mention, but young people admire smart sayings and frequently do not perceive their full import until it is pointed out to them.

Widening Children's Interests

KATHRYN R. SCHNORRENBERG
State Teachers College
Towson, Maryland

The author found a way to "plant" a whole set of interests not there before.

TO THE beginning teacher there is nothing harder than to be told to base her teaching on children's interests, to let the children decide what they want to study and the sequence in which they will study it. Because of lack of experience in child Psychology the teacher has no clue as to what those interests are and even when interests are discovered the new teacher doesn't know where to find materials to make the suggested area of interest worthwhile.

For the average amateur teacher and to many of long experience, only one procedure for discovering interests suggests itself. She asks the child what he wants to study and she is pleasantly surprised to get the answer that he returns nine times out of ten. Then she tells her supervisor or principal in great joy that she has given the class a chance to choose what they want to do and they have chosen to study just what last year's class studied, or they want to know all there is in a certain book that is very prominent in the room. This answer of the child convinces the not very wise teacher that children do love the conventional, the hackneyed, the overdone. Perhaps they do, but it is only because they have no knowledge of anything else for which to ask.

The same thing will happen to the wise, far-sighted and fine teacher but she will start the children just where they are, she will follow the leads which they have given her, she will satisfy their desire for knowledge. But all the while she will be looking for real interests, she will be introducing materials which will build and foster those interests.

An example of just how one teacher met such a situation and the way in which she led the children along the path of knowledge but at the same time into by-ways wherein were found genuine interests, things they really wanted to know, may help make this clear.

A class had been talking about some places of interest in their home city which was Baltimore. In the discussion many questions were asked and the children found that they knew the answers to very few of them. This naturally led the teacher to ask the question, "Wouldn't you like to study about your own home state and the city in which you live?"

The children eagerly said that they would like it very much. "But there is so much to learn about it," said the teacher. "What will you study—the history, the geography, or just what part are you most interested in?"

Over two-thirds of the class voted to study about the history of Maryland first, and they all agreed that they wanted to begin it back at the very beginning and to study it down to the present.

These requests were perfectly natural and normal for the simple reason that the children wanted to leave the door open for finding out anything that they might have missed otherwise.

To the teacher who was really desirous of experimentation and who rightly guessed that such a choice would nine times out of ten lead to a chronological recital of all the events of Maryland history from the long ago until now, the choice was not the one that she would have hoped for. Furthermore she had been charged by her leaders to do experimental work with the curriculum, to follow children's interests. She was wise enough to know that with the task just chosen there wasn't apt to be very much of the new or different undertaken.

However she began the work just as the children had requested it. So they hunted up a lot of text books about Maryland and they started in tracing the story of Lord Baltimore and his desire to help people in England, of his personal views on freedom of religion, of the granting of the colony, of the plans for the colony, of the embarkation, the trip, the first settlement, and of the troubles which they had with their neighbors.

The teacher did her best to make the story interesting and dramatic, and constantly sought to tie it up with places that could be seen or visited. When an opportunity to dwell upon some particular phase of the story presented itself, the teacher mentioned that this or that topic or idea could be studied much more thoroughly and would prove very interesting.

About two weeks ran along in this way with a fairly traditional type of teaching going on in that classroom. Yet the interest remained very high and the zeal for the task they had undertaken did not lag. The history of Maryland had been reviewed pretty thoroughly down to the Revolutionary War. The children were eagerly at work doing the assigned tasks and looking up the materials needed.

But the teacher felt that out of the leads that had now been given some real interests should have developed, some ideas that were big enough and important enough to form the basis for the pursuit of real interests. She also felt that soon the interest in the first phase of the work would wane and that

the time had come to undertake another type of work

So instead of proceeding week after week until the World War had been fought by Maryland contingents and the Depression had been routed, and the first batch of draftees sent off to camp, one morning the teacher asked,

"Have you come across any parts of the history or geography of Maryland that you would like to study a lot more about than we have been able to do up until now?"

▼

Almost every hand in the room shot up and suggestions and requests came thick and fast. The first boy called upon said, "I'd like to study a lot more about the Chesapeake Bay. We have a sail boat and I've been to Kent Island lots of times but I never knew that pirates had been there or that the island had rebelled against Lord Baltimore."

Nearly all the boys in the room decided that they too wanted to study about the Bay. When pressed for an answer as to why they were particularly interested in this, the following is a partial list of reasons that were given:

1. Captan John Smith explored the Bay at a very early time. He made a map of the region.

2. Indians must have lived all around the Bay as nearly all the rivers and creeks that flow into it have Indian names. We want to know about those Indians.

3. Oysters and crabs are wonderful to eat. They come from the bay. Sometimes we go crabbing. Let's learn something about how oysters and crabs grow, how they are caught, how they are prepared for market, and how many people earn a living in that way.

4. The State has just bought the Claibourne—Annapolis Ferry. This means that it will be cheaper to cross to the Eastern Shore. We want to know more about how people crossed the bay in early days as compared with today.

Before long a list of ten or twelve ideas had been made of things the boys were interested in examining or finding out about. One lone girl insisted on being a part of this group. The next day she came in lugging a whole armful of sailor's charts of the bay showing every shoal, reef, and sand-bar. Of course they were all interested in this.

▼

A group of girls thought they would like to know more about how the early settlers lived, worked, cooked, played, and made a living. As one of the other classes in the school was studying Colonial Life and had already made a fine collection of early American tools and handicrafts, the group interested in this decided that they would visit in that room and get the other grade to explain as much to them as they could. They also decided that they could read a great deal. Note: A few days later I just happened to go into the room where this group was meeting and I heard a little girl say, "Do you mean that they didn't even have gas to heat their homes?"

A third group wanted to collect legends and folk-tales about places of interest in Baltimore and in Maryland. They were going to try to find some houses or places in their own neighborhood that had queer stories connected with them. These they were to write up as their contribution to the idea. Since a number of delightful books and poems have been written about this subject, copies of which were available in the library, this project could be undertaken at once. Mothers and fathers and old neighbors were interviewed.

▼

The girls who enrolled in this group decided to retell the stories in language simple enough for children to read and enjol, to make pencil sketches of the places as they must have looked long ago and to take photographs of the places as they look today. Then with the help of their art teacher they decided that they would make a really beautiful book. The art teacher even thought it might be possible to make steel etchings of some of their own original drawings, from which to make gifts for Christmas.

Two boys were individualists and didn't want to join any of the above groups. One of the lads said that he wanted to study stone quarrying. He said that his grandfather owned a stone quarry and that soon he was going to work there in the summer and he wanted to know more about the entire problem. Two girls who had been absent when the choices had been made, made a choice of their own rather than join any of the other groups. They were to locate some of the most interesting places to which the class might make excursions, find out about these places in order to prepare the class for excursions that they might take later on.

▼

How different this last choosing of interests to be pursued and topics to be studied was from the first one. There was intelligence and eagerness shown in this choosing. The children really felt a strong desire to study the things they now chose.

Interests must be widened and enriched through the process of education. In this case as in every other, the children had to learn what there was to be interested in before they knew what to choose. Their first choice was as it was, not because their interests lay in that direction but because they wanted to know what there was to know. That is a rather cryptic statement but a true one nevertheless. Knowledge is necessary before real interests can arise. This is ever a guilding principle in teaching but one that has often been neglected because we simply overlooked the fact in our talk about following children's interests.

▼

Children can be taught through their natural interests, if there are such things. As a matter of fact it is altogether likely that what

would appear as an interest that is shared by all children universally, is merely something that is common in the experience of all children. Railroad trains, busses, automobiles, movies are some examples of this. However, if we depend solely upon these so-called native interests education will not proceed very far. Interests must constantly be enriched and enlarged. New knowledge will build new interests. Mental horizons must constantly be pushed out further and further. Wise teachers will do this. If they do not, teaching will become stilted and dry-as-dust. Teaching for short periods may be bookish and traditional but that will only be the exploratory period, the period in which new types of things to be interested in are being brought to the attention of the child.

The Romeros' Christmas

F. B. SMITH
Sacramento, California

TO ONE who has for many years associated Christmas with a snow blanketed earth and the ring of skaters on lakes and creeks, fog and clanging street cars may seem poor substitutes. Yet, there is no real difference if the Christmas spirit is present. The cynic will ask with studied indifference, "And what is Christmas spirit, pray tell me?" Thanks for the question. I can now tell my story.

It was just another one of those days in this school principal's office; endless reports to be made out, cross parents to be placated, rumpled feelings of teachers to be restored to normal, and pupils to be scolded who had done nothing more than show natural human emotions. In the midst of this "toll" which was rapidly depleting the principal's morale the door opened. The scowling lines around his mouth erased themselves. It was the "Delightsome Lady Teacher" as Rojello, one of her small Mexican pupils had dubbed her.

"I'm in another jam as usual," she said in a tone of voice that implied she needed assistance.

"Another jam or in the same perpetual one. I'll bet it's that Romero family again," the principal answered trying to carry over his grievances but failing utterly. A smile began at the corner of his mouth and ended in a hearty laugh. Here was a teacher who understood her pupils. Why, he knew there was a real story behind the visit. He tried not to seem too interested but he was really anxious to hear about the latest needs of the Romeros.

With a delicious laugh that might have been called a giggle in one less charming she opened a crumpled bit of paper and laid it on the principal's desk. She waited with a satisfied expression as the principal read:

Dear Santa:

Please, Mr. Santa, give my papa a pipe as he lost his last summer and he looks so lonesome after supper. I want a doll. I will let Mathilda, Julietta, Stephani and Marcella take turns with her. I will not let them fight. Tony wants a red tie. He has a best girl now. Madeline wants a shining belt. And Santa Claus, my mama wants some dishes. We do not have enough to eat all at the same time. Don't bother about candy and popcorn balls as we get them at the Christmas tree down town every year.

Very affectionally yours,

ROJELLO.

"Well?" continued the principal now thoroughly enjoying it, "So what?"

"Don't you see? I let them write letters to Santa Claus in the language period. They believe that anything written in school will come true. You see," she continued, noting the principal's intense sympathy, "compositions would be an utter failure if the children found that letter writing was useless."

The principal laughed in spite of himself. "Delightsome Lady" could always paint alluring pictures of even the most commonplace things. The Romero's writing letters—that was good. Why, they could hardly print.

"Yes, I see we must make good for old Santa. You're taking on quite an order. Fourteen Romeros in all. You don't ask for much," the principal said as he shook his head and took a deep breath.

"Delightsome Lady Teacher" gave him one of her most pleasing smiles. She had won. She knew she would. She knew the principal would help out. He couldn't help it at Christmas time. Christmas spirit Mr. Cynic, makes everyone try to do the impossible. Santa must be backed up to the very limit. Yes, it's doing such things that makes the Christmas spirit.

The pipe for Father Romero was easy to get. "Delightsome Lady" just appropriated one from her husband's collection. He doesn't even know to this day where it went although he is always asking, "What happened to my favorite pipe?"

The doll and her gorgeous dresses for the five Romero girls were the especial care of the principal's wife. Her own little girls were beyond the doll age. For her this was just a labor of love. Very few doll babies left Santa's pack with such a truly complete outfit as this one.

The gorgeous red tie for Tony reposed next to a polkadotted one, while a vermillion one splashed with purple and a yellow one with orange trimmings made up the collection. They were the gifts of the principal's next door neighbor. He said it was a Merry Christmas indeed to get rid of the ties his

mother-in-law had been giving him for the past five years. "When such orders came to Santa," he said, "it had to be a neighborhood responsibility."

But the dishes—the truly gorgeous dishes—furnished the thing of bewilderment and splendor that would have shocked people with less sense of the ridiculous than "Delightsome Teacher."

Friends were appealed to to give any extra dishes from off their cupboard shelves. The joy of their sacrifice was only exceeded by the maliciousness of giving away those awful plates with chrysanthamums and billy goats chasing one another around the edges. One gave the plate that Aunt Mattie brought from the exposition in 1915. A Jewish friend donated one with the Lord's prayer and other scripture verses on it.

The principal's children wanted to keep most of them because they were so funny, but they all went into the Romeros' Christmas basket.

The basket was delivered the day before Christmas with that quietness and lack of show that should be present at Christmas time. Even the small Romeros did not crowd or ask questions when the huge baskets were delivered at their back door.

▼

Christmas morning at the principal's home was a duplicate of that in the average American's home. There were presents from relations, presents from friends and presents from the members of the family to each other. A mound of remembrances had grown around every member of his family as the Christmas tree was unloaded.

Just as the last present had been distributed there was a knock at the back door. The various members of the family urged one another to go to the door to open it. Finally the principal waded through the heaps of wrapping paper, the miles and miles of Christmas ribbon and empty packing boxes and opened it. He expected a whining supplicant to tell of his hard luck and to ask for money to buy the necessities of life. Instead there was something that makes this Christmas stand out as different from other Christmases.

The Romero clan (or as many as could get into "Delightsome Teacher's" car were there under the watchcare of "Delightsome Teacher," herself.

Rojello handed her principal a bunch of dark red beets so freshly scrubbed that they looked like ornaments. Then she took some fresh yellow carrots and handed them also to the principal saying bashfully, "Some carrots and beets from our garden."

"Tell him about your breakfast, Rojello," the "Delightsome Teacher" prompted.

"We had enough dishes for everybody to eat with at one time, and 'twas the first time I ever remember," and Rojello ended with a giggle for the prolonged speech had left her breathless.

The principal said "Thank you," in a hurry and closed the back door for he felt a hot prickly something around his eyes.

Traditional vs. Modern

CLAIRE F. ANDREWS

Do my pupils enjoy school more than I did? Do they gain more from it? I can't help contrasting the room in which I was a fifth grade student with the one in which I am doing my student teaching. I can remember how definitely outlined our daily program used to be, how we used to put our books away at the end of a period and forget them until the same period the next day. I can remember how we used to read the geography of New England until we could see each word with our eyes closed. Sometimes we traced maps. Sometimes we had questions when, without the use of any illustrative material, only the bright and imaginative pupils could translate the words of the book into their own language. All roads led to the monthly test and the means of transportation seemed to be drill. I wonder how much we really gained from our study. Did we have a clear picture of New England in our minds? Could we talk intelligently about it? Had our knowledge become a natural part of us or had we merely memorized a lot of meaningless facts?

Today we try to make school as lifelike as possible by integrating rather than isolating the subjects. We are not anxious to have pupils repeat the words of a textbook in a convincing manner, but we are anxious that they have a clear-cut concept of every important fact We want their attention to be focused, their interest to be lasting, and their education under proper guidance to be enriched and vitalized by real experience.

▼

I know that after setting their own problems, outlining their work, organizing committees, doing research work, making special reports, large pictorial maps, notebooks, borders, constructing a large lighthouse scene and planning a summarizing activity, my pupils will recall many more important facts about New England than I could have after all my drill. They have also learned to weigh facts and solve real problems, to work quickly and quietly, to take responsibility, to express themselves well, to apply rules, and what is greater than all else, they have learned to work and live together.

The Funny Side of Quizzes

C. LEWIS HODGE
Department of Sociology
University of Maryland

Countless gems of wisdom are to be found in students' answers. So why not enjoy correcting quizzes.

GRADING freshmen quizzes is fun. I should know. For the past two years it has been one of my duties to grade some three hundred social science papers weekly. At first I looked upon the task as extremely dull and monotonous—a sheer waste of time which could be spent more profitably doing other things. And in this viewpoint I suspect I have plenty of company. Gradually, however, I began to see things scrawled across the pages of those papers I had never dreamed existed before. Countless gems of wisdom began to make their appearance. Newly coined words to say nothing of new ways of spelling old ones sprang into being. Novel definitions of social phenomena, which would make even the most learned and astute professor pause in his tracks and wonder, began to appear. Bright sayings, quaint expressions, and peculiar misunderstandings of some of our freshmen began popping up from the papers by the carload.

▼

Soon my task began to take on renewed life, meaning, and interest. It became a sort of game, a fascinating hobby to read those scrawling white pages in search of these gems of wisdom. I began to jot them down as I ran across them. In the course of the last two years I have accumulated quite a collection, some of which I wish to pass on to you in hopes that you too will find pleasure in my hobby, and instead of dreading the so-called task of grading quizzes, you will look forward to it with gusto!

You will probably be surprised to learn that the spellings of many of our good old English words have undergone certain modifications in recent years, but here are samples. For example, the word nasal may be spelled either nazil, nazel, nasel, or if you prefer nosel, but all pertaining to the nose. Adenoids are now more appropriately spelled adnoise. In case you are ill with some sort of disease, it may help you to recover by knowing it may be spelled three ways, deseace, desease, or just plain decease. Teachers of psychology will undoubtedly be interested in knowing that their pet word, psychological, is now spelled cychological, and girls of marriageable age would surely want to know that they no longer will receive a dowry but a cowerie. Hungarians will no doubt be astounded and somewhat proud to learn that the English word hungry has been renamed in their honor and is now known locally among certain students as Hungary. So much for the revisions of Webster.

▼

Turning now to certain quaint expressions, bright sayings, and peculiar misunderstandings of students, we learn these remarkable things:

"We have a small reminiscence of the tail."

"The double chin is a vestigial organ."

"The vestigial organs are the ones which are extinct but we have some of them left."

"Laws prohibiting marriage would cause many unnatural acts."

"The best man supports the bride in case the husband dies."

"Man began to hibernate animals for his own use."

"Cows have been used as a middleman in exchange."

"Hunger is the ability of man to get food where the stomach is empty."

"Man domesticated dogs and cats and thus brought on better living conditions."

"Homo sapiens, present day man, descended from the Homos."

"A human being is born without much knowledge."

"Human infants have a higher survival value than the young of animals, because human infants are usually born in small litters—not over three."

"In many instances the individual may not be alive to profit by his error. This is a decided disadvantage."

"A person may have a morbid disease."

"Excessive nocturnal activities breaks down the health."

"It is easier to arouse ideas than to cut them down."

"The F.E.R.A. overpowered the C.W.A. and it was dismissed."

And finally with considerable acumen, a student ended up his quiz by stating categorically that: "Monkeys and apes are too highly developed and intelligent to be ancestors of men."

▼

Do you still think grading papers is dull? If so glance over the following definitions of social phenomena as defined by social science freshmen:

Darwin's theory of evolution is just as simple as this: "Without culture and refinement a young baby could not life." Feeble mindedness is defined by one chap as "an adult with the mental capacity of a child." Nursery schools "are schools for illigitimate or immigrant children." The pastoral stage was a period "in which the training of professional farm

animals took place." An economic index is referred to as "that state of being when you live on a minimum and get the most out of the most." A recividist, a repeater in crime, has been variously defined as "an individual who retracts his statements publicly", as a person "who wishes to abolish child labor", and as an "individual who eats spinich."

▼

Teachers of social science and social problems will no doubt be interested in learning that a "social problem is a combination of social traits, complexes, etc., that have been jumbled together and which are hard to unravel." They should be equally aware of the fact that exogamy, marriage outside of the kinship group, is either "when a woman has two or more husbands", or "where many men are married to the same group of women without any specific mates." A streamlined definition of marriage as seen through the eyes of a cynical freshman is simply "the interval between proposal and divorce", while religion is "man's idea of explaining that which he cannot explain by creating a God or gods." Finally, industrial fatigue may be defined as "that state when industry is tired and cannot go on. It can be compared to the individual who is fatigued. Thus industry must rest a bit so as to get back on its feet."

▼

Yet most teachers look upon grading quizzes as dull! As I stated at the beginning of the article, quiz grading is fun if only you care to make it so. Since the work has to be done why not try and enjoy it. Won't you share my hobby with me?

Defense and Democracy

RANDALL R. PENHALE
Principal of High School
Iron River, Michigan

SINCE the opening of the present school year, two words—defense and democracy—have been in students' ears. For the first time in years, boys who previously permitted themselves to develop inferiority complexes because they preferred mechanical courses to college preparatory Latin, English, history, etc.—now realize their abilities are in great demand. The result has been and will continue to be a reawakening of interest in industrial arts to such an extent that in many cities new vocational buildings will be erected and equipment purchased, in order that adolescent boys (and girls?) may train for such jobs as aviation mechanics, machine shop workers, drafting and blue print experts, electricians, sheet metal artisans and lathe operators. War abroad has taught us to reexamine our own shores, and our first eye-full is that while we have some 7,000,000 unemployed we actually have innumerable vacancies for skilled workmen.

Closely akin to defense has been the reawakening of interest in the cultivation of democracy—in our public schools. Accustomed as this writer is to scouring the daily press for educational news, only rarely has he noted evidence that schools are using that valuable medium for experiences in democracy—the organization or the more complete functioning of student government groups. Here is a grand opportunity for the development and practice of democratic ideals at a place and with an age for whom it can do the most potential good. Perhaps Dr. E. W. Knight of North Carolina University is right when he exclaims that "we have come to take democracy for granted. . . . Indeed, there is some evidence that democracy has been taken for granted even by American educators who should be among its most vigilant guardians."

▼

When the emphasis is placed upon student *participation* in government, democracy becomes a reality. The initial procedure, that of conceiving and putting into workable form a constitution by which a group of students bind themselves together is an exceedingly wholesome activity. Once the constitution has been formally adopted, student leaders realize the tendency of many people *not* to cooperate; hence the temptation to teacher dictatorship. Committees need to be named and placed on a functional basis. Decisions need to be made, based on the opinion of the majority and yet not without the opportunity of the minority to express itself.

▼

Faith in democracy can either be kindled anew in American high schools, or slowly over a period of but a few years allowed to disintegrate into some form of totalitarianism. Teach boys and girls how to govern themselves and not only is democracy saved but defense of it becomes a privilege as well as a duty.

What Is the Curriculum?

DANIEL P. EGINTON

Does it include selling newspapers, building a radio, and going to a dance? And should not the educational program be considered in its entirety?

ONE of the reasons for confusion in education is that we have been in the habit of assuming that the meaning of most of the educational terms or concepts is clear and final. Unfortunately it is neither. The term *curriculum* is typical of the others, such as *teachers, subject matter, lessons, books.*

Although I have tried to keep abreast with the trends in curriculum planning, I seldom find an attempt to define the curriculum from the point of view of modern education. Common practice is to assume that it is the "Lessons taught by teachers to children in schoolhouses during school hours". Would that it were that simple! This definition is about as adequate as it is to say that "Ground is what we walk on". Let us examine the reasons for this statement or indictment.

In order to stimulate some critical thinking about the nature and scope of the so-called curriculum, I have frequently asked groups of adults to tell me what the curriculum is. After the usual platitudes learned in "Teacher Training" are returned to me, I have asked them to indicate whether such activities as the following are part of the curriculum, and, if not, why aren't they?

1. Selling papers after school hours on the street
2. Making and operating a radio at home
3. Singing in the church choir
4. Participating in scout activities
5. Helping mother with house cleaning
6. Traveling during the weekend or vacation periods
7. Receiving a whipping from one's parents
8. Going to a public dance
9. Selling Christmas Seals
10. Contributing to the Community Chest
11. Parking in an automobile and courting
12. Quarreling with siblings at home

Most readers have already guessed, perhaps, that the typical answer to my question is that, "I never thought about the curriculum in that respect before." There is dire need to think about the curriculum in terms of the conception of education as a continuous, ongoing process and such considerations or principles as the following.

First, the school should not have a curriculum in the conventional sense of the word. It should recognize that it is only one of many educational agencies and forces responsible for the welfare and proper development of society. By the nature of this difficult undertaking, it is as impossible for the school to organize and carry out a program independently as it would be for the artillery to proceed independently in warfare.

Schools must recognize that it is impossible to promote satisfactory welfare and growth except by cooperating with all of the other agencies which constitute the organic whole of educational organization. Rather than each institution have a curriculum, it obviously is far better for all to work together on a common program developed to meet the needs of the situation as they arise! This dynamic concept carries with it many extensive changes in educational administration and organization which are only now beginning to emerge!

▼

Sesond, since the term *curriculum* implies something narrow and academic, it should be discarded in favor of the term *educational program.* There is a genuine need to use a concept which will include physical growth, social growth, emotional control, mental health, recreation, as well as all of the common subject matter.

Third, as already implied, education should be conceived as a dynamic, creative process in curriculum planning. We need to adopt the Organismic[1] rather than the Atomistic psychology in considering the nature of the curriculum and the techniques and methods which should be used in this field. Practically all work in curriculum planning thus far has been done according to the conception of education as a process of absorbing knowledge and acquiring skills. Under this psychology it has been natural to set up the curriculum and to prepare materials in terms of disintegrated, disconnected elements or subjects, rather than in terms of suitable wholes or units—organized in a few, broad areas cutting across several subject matter fields. The new psychology demands many changes.

▼

Fourth, all of the experiences which the educant has in the home, school, and community should be analyzed, stimulated, and guided as integral parts of his educational program. This larger conception of curriculum planning is clearly so much sounder than the conventional narrow one of thinking only in terms of schools that even the blind are beginning to see why it should be adopted. Among other things, this principle implies more cooperation, a community point of view, and many social changes.

▼

Fifth, the pupil and not the school or any other institution should be the integrating center or point of departure. We must set up techniques of curriculum planning and provide materials in

[1] See recent writings of Dr. L. Thomas Hopkins for discussion of the application of Organismic psychology to curriculum planning.

terms of Mary, John, and Mr. Doe, rather than in terms of subjects. After the characteristics of the educant are scientifically determined, it is necessary to meet them and insure that each person is growing satisfactorily—not merely meeting the arbitrary standards set up in terms of academic subject matter.

▼

We also need to remember that the individual will effect integration more easily in a program that is well integrated than one organized in terms of four or more separate subjects. In the typical departmentalized situation, it is impossible for the individual to fit part with part—the method of integration — because the parts simply do not fit. Hence the pupil becomes a misfit.

Your Own Psychology

RUDOLF EKSTEIN
Norfolk House Center
Roxbury, Massachusetts

Here are some pointers for self-checking. Don't most of us behave at times like children?

EDUCATION nowadays is supposed to be not only a matter of gift and of practice, but also of science. Teachers are becoming more and more "psychology conscious" and you find very often on their book shelves volumes like "Child Psychology", "Behaviour Problems of Children" or educational magazines. But have you ever found a book entitled "The Psychology of the Teacher"?

We measure the child's intelligence. We have more or less exact methods with which to examine his abilities and habits. We use science to understand and to guide the child. But do we use psychology to understand ourselves and our colleagues?

▼

We know that a child's past, his surroundings, his physical and mental health, his I.Q., influence his development. But we act as if psychological laws concern only the child and we seem to picture ourselves standing outside of the laws of psychology. (Laws of psychology like all scientific laws are not orders to be obeyed or broken at will but universal or general descriptions of facts.)

This article may help us to recall the seemingly forgotten psychological situation of the grown up, here particularly the teacher.

Teachers also have a past, surroundings and an I.Q. (I hope a good average). Our relationship to the pupils, to their parents, to our fellow teachers and to superiors influence our attitude and our ability as well as our opinions on science, on religion, politics, art or music do. "The child is father of the man." Also the teacher's habits not only those of the "ordinary" man are caused by his childhood: his early relationship to his parents influences his actions.

▼

How often have you found yourself changing your behavior when a superior or colleague entered the class room? Do you think the children did not notice how you stopped lecturing and how you began to ask questions? Did you ever argue in a faculty meeting only to prove that you knew more than this or that colleague?

I remember a teacher who always thought he was fair toward his colleagues and in discussions he always explained (with profound knowledge and deep theory) how important it is that teachers all support each other. And I can still hear how he said to a certain boy "Mr. X may say and let you do what he wants, but when I am in charge . . .", and he forgot that in preserving his own authority he undermined that of his colleague. He probably would not admit that he told his children through that remark (and the way he said it), that he considers the other teacher inferior to himself.

We all—I am sure—will admit that we sometimes yell or that we are upset about wrongdoing. We use our vocal chords not because the child needs our severity, but because we need to get rid of our anger or disappointment. Often we use punishment not because the child needs it to overcome bad habits and to correct his behavior, but when we need revenge, because we feel offended and think: "How can you dare to do that to me . . .". I remember more than one teacher who began to cry because he felt offended by a child whom he expected to be grateful. The same teachers may talk in a very scientific manner about the psychology of a problem boy, but their own behavior may not be scientific at all.

▼

I know many teachers who could not admit before their pupils any lack of knowledge, and they found many methods to cover up their weakness. But I know more children who found them out and the teachers did not have any advantage in their school work. No child in school needs to expect that a teacher is omniscent.

All of us remember from our own school and college days how disagreeable examinations, oral and written tests, cross questioning about school offenses and the like, can be. They produce fear, uncertainty, and even hate for the examiner. Sometimes we even suspected that the teacher enjoyed

our helpless attitude and his power to embarrass and to humiliate us in front of the class. But how about our attitude as teachers? There are plenty of teachers who like to lengthen the procedure of such examinations or "court cases", of course they make themselves believe it is for the sake of the child or the group. They even extend them past the time they are obliged to work and use their time off. I am sure they do not fear that the child will develop a wrong attitude towards all authority. Authority which shows off with its superiority in every field is very dangerous. Authority ought to help, and this in a very moderate and non-obtrusive way. Causing fear and embarrassment in the pupil is very seldom a proper means of education. But the pleasure of the teacher in expressing his power and aggressive impulses never can be a good means of education. If we have to produce fear and shame in a child then we should do it only because of its necessity for the child (only very rarely it may be necessary), but by no means because there is something in us urging to do so for our own satisfaction. (Love for power never was or will be the proper guide in human education.)

▼

By now I hope I have not made those teachers too sure they are right who are kind and always giving way to their children as a principle; but like the severe teachers because they want to make good some wrongs of their own or their educators and who draw much satisfaction from that particular attitude. Kindness and indulgence as principles are just as wrong as severity, if the source of such actions is not the consideration for the child's need but to be found in an emotional tendency.

Why is it that a child's excuse, that he could not prepare for our lesson because of the many assignments for other subjects seems to upset so many of us? I think all of us who teach a special subject like it and we consider it very important. And often it seems to us that our subject should have much more attention in the school curriculums and should be preferred by the pupil. Of course, it may be easy enough for us to give reasons why just our subject is so important. But perhaps we,—as already "psychology-conscious" teachers,—will remember that the subject we teach is our subject, it belongs to us personally, and we may consider it so important because we ourselves feel important. The child who does not prepare for our subject does not prepare for us, and therefore we feel discouraged and offended. We feel it is not the subject but the person who is neglected. (Of course, the child very often feels the same way; we find children whose disability in learning this or that disappears when the teacher is changed.) We identify ourselves with our subject and so we hide the truth that we very often want the child to learn for us and consider the child's failure as an attack against our omnipotence in the class room.

▼

When we were school children we of course believed in the "pet" theory, especially when we felt somebody else was the teacher's pet. But now we stick to the theory that we behave in the same way to all the children and that we do not prefer one or the other child for personal reasons. Do we believe in our theory? I hope we don't believe we always act that way. We are human; we like reward, recognition, satisfaction, and help in our work. Sometimes I do believe teachers expect it more from their children than from their supervisors and colleagues. (By the way, they are right; children do give more satisfaction than colleagues.) Some of the children, though they are not here for our sake, give us more satisfaction than others. They fulfil many of our selfish expectations and dreams, therefore we like them. They prove our ability, they flatter our self love. Some of the children—particularly when we have no family of our own—we treat as if they were our own youngsters, and we draw all the satisfaction out of the classroom we do not get outside. Is this always for the sake of the children?

▼

There is another problem, very important at the present time and neglected in most of our considerations: How does our outlook, our own philosophy of life, and our political convictions influence the work we have to do? A teacher has of course the right to be proud of his race, his ancestors, his religious or political convictions. But has he the right, for example, to ask a boy who forgot to put a plate on his table: "Am I colored?" or the right to let his children know how he dislikes a certain party, the present or a former president, certain minority or majority groups, different religions, and so on? We must teach both sides of the story, we have to bring out all the facts. But how often do our own convictions (charged with emotion) disturb what we ought to do! We would like to increase the power of the particular group or creed we prefer. We would like to increase our own power and so we influence our children to be as we (as individual persons) are. Not only our subject, but sometimes even our whole way of life has to be imposed upon the child. Of course, more or less this is the objective aim of education. But we are absolutely wrong to identify our particular ways of living with the whole culture the child has to grow up in. We ought to give the child the opportunity to select one of the admissible attitudes in our society. We should not believe that we are so important and so sure of the rightness of our own choice that every child has to imitate every trait of our "godlike" person.

Even a One-Room School

JAMES NEWELL EMERY
Principal, Potter School
Pawtucket, Rhode Island

FROM a professional point of view, it's a pretty drab outlook ahead of you teachers in the country schools—in your own estimation, at least.

Perhaps you're just starting in, with the ink hardly dry on your normal school diploma. You've been passed over in the selection for city and village schools, and have had to take anything that came along in the way of a position, to get the necessary experience, and incidentally to recover a few dollars of the amount you have spent in acquiring your professional education.

Perhaps you're in one of those states that still permit a superintendent of schools to give an otherwise unqualified candidate a temporary non-renewable or provisional certificate, in order that those rural schoolhouses may have a teacher, of a sort, for those starvation wages, and, just out of high school, you have taken a flier at teaching as a stop-gap.

Perhaps you're a gray-haired, middle-aged woman who lives near the crossroads district, and finds even the small salary paid for teaching a one-room school a welcome help when the frost has nipped the early corn and the apple crop is a drug on the market and money is tight.

You have a couple of first-graders, three who by stretching a point might be classed in that wearisome group that learns by continual repetition nine times seven and four times eight; two fourth graders; three of sixth grade classification; and four who are doing seventh grade work. Your books are old and dog-eared, the schoolhouse needs painting, the glass in three windowpanes is patched with cardboard. The superintendent gets out to see you two or three times a term, and regards that trip as a wearisome albeit necessary part of his job.

The days drag on monotonously. Sometimes your tiny community is snowbound for weeks at a time. You long for something to break the drab monotony besides an occasional grange meeting or an infrequent dance in the hall over Parker's store. The narrow circle of acquaintances grates on your nerves, and criticises everything you do or don't do. You didn't even get your slim paycheck oftener than once a month, sometimes not as frequently as that. All in all, a life and a prospect far from inspiring.

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Yet, after all, if you have the real stuff in you that teachers are made of, it has its compensations. Oh, I'm not going to paint an optimistic picture that neither you nor I believe of the glorious opportunities in the rural school. No Pollyanna stuff. But if you really are bent on teaching, want to do some work that will count from the standpoint of effective teaching, the chance is there before you in the country school—if you're interested in teaching from the love of teaching.

▼

You will learn, along with your pupils. You aren't confined to the narrow limitations of second or fifth grade work. You're going to get something of a picture of the entire field—and if you actually want to be a real teacher, you'll begin to perceive where your background and your mental equipment are lacking, and you'll have an opportunity to strengthen your own weak spots, along with those of your pupils—a mental improvement that will prepare you for and ultimately get you a better job—if you have the right stuff in your makeup.

What is your greatest fear? That is, if you're the average run-of-the-mill country teacher. It's your most baseless one, that your boys and girls will not be "up to grade" in comparison with those of your city colleagues.

▼

Let's look on this from another standpoint. Did you ever see a hurdle race? Personally I don't like the idea of considering education as a series of hurdles which must be leaped over in the race of preparation for life. But for generations we have done just that, so we might as well do it a bit longer.

At the start the contestants come out in a beautifully aligned group. They take off together at the sound of the starter's pistol, and they go over the first hurdle together—almost, at least. No, not quite. One of them was slow in his reactions to the sound of the gun, and he is left far behind the others. The second hurdle—the third hurdle—they are beginning to separate a little now. One of them is out in front of the others—just a little, of course.

One is losing his stride. Another bangs into his hurdle and knocks it over. Another trips and goes sprawling on his hands and knees halfway down the course. The distance between the contestants is widening. Out there in front one is skimming his obstacles beautifully. His legs go up and down rhythmically, a beautiful picture of timing, speed and grace of motion. He is picking up a lead with every step, and his arms go up as he breasts the tape at the finish yards ahead of his field. The others come in behind him at vary-

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ing distances, second, third, two close together, one or two hopelessly out of the race. One or two don't even finish. One limps off with badly bruised knees, and severely shaken up.

Now that's the way with the boys and girls in your schoolroom, in a greater and longer race. A few of them will come close to setting a record—a few of them will fail hopelessly. And in between them comes a long group, some fast, some slow—but the point is, rarely will two of them finish together—exactly *alike*.

If you can run off your race so that every one can use the maximum of his speed or lack of it according to his own individual ability—that's one thing. That's something that you teachers in the country schools can do. If you have two, three or four pupils in a particular group, you aren't hampered very much by holding the fast ones back, while the dullards try to come up with them.

But in our larger town and city schools, that isn't possible. Our graded system is a compromise. It is as if the hurdlers were all required to come up to the next hurdle before the leader could sail over it. It is a series of jerky, rhythmless hops, instead of a smooth progression. Yet it is the best compromise we can make. We have to progress at a certain in-between speed, not up to the ability of the fast ones, too rapid for those of slower mentality. We do the best we can, we establish definite grades, standards, hurdles, call them what you will. We feel satisfied with our teaching if we get most of our classroom group, save a few hopeless incompetents, up from hurdle to hurdle, not losing too large a proportion by the way. And there isn't a great deal more that we can do about it.

▼

But, you discouraged country teachers, you don't have to face this hobbled method of progress. There is a bright boy in your fourth grade, a quick-thinking young miss in your sixth. You can let them absorb knowledge just as rapidly as they are capable of it.

But out there in the little crossroads school, you have a wonderful opportunity to get those boys and girls started in life just as rapidly as they are able to assimilate what you can give them. They can go along according to their own ability—have a chance to develop their individuality, with your help.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

Gifts to Teacher

Q.—What do you think of the bit of giving Christmas gifts at hool?

A.—I think it is a menace to rals and a burden to parents d teachers.

Years ago, when I taught in an graded rural school, it was the epted custom for the teacher, the last day of school immedi- ely preceding Christmas vacation, "treat" the children, giving each bag of candy (we called it *poke* Pa.), and an orange. The teacher ught this "treat" out of his own ney. This practice still prevails some places.

A worse practice prevails in ny city school districts where ildren individually bear gifts to e teacher.

Just see how pernicious this ractice is. Poor children either nnot offer such gifts or do so at eat sacrifice to their parents. ow do these children feel as they e their classmates whose parents ve more money present the gifts the teacher and receive her ppreciative "Thank you?"

The child who bears the gift to is teacher feels himself superior the children who don't and opes, no doubt, that he will be warded with better grades and ore attention from the teacher. he other children with no gifts re very sure their gift-bearing assmates will be favored by the eacher: selfishness, envy, and hatred are aroused.

Fortunately some Boards of Education publish a rule forbidding teachers to accept gifts from children at school. Even then, some school children will present the gift to the teacher at her home.

Most teachers don't want gifts, from their pupils, but some teachers believe they might hurt a child's feelings not to accept his gift. The teacher easily could meet this problem if, several weeks before Christmas, she announced to the children and their parents that she would not accept any gifts, explaining why it would not be right for her to do so.

It would make it easier for teachers if the Boards of Education everywhere would establish and publish a rule against gifts.

Coming to New England

The Editor of this feature, Dr. Garry C. Myers, will be in New England during parts of March and April, 1941. His services will be available at no cost, beyond local expenses, to schools, parent-teacher groups and other associations. Dr. Myers has much to contribute to any community interested in the education of its younger children. For appointments, write him in care of this magazine, at 6 Park Street, Boston.

Those Showers

Q. What do you think of the practice of gift-giving by teachers?

A. This practice becomes a nuisance, not only at Christmas but also at other times. For example a teacher in the building gets married or leaves the system, or the principal or superintendent has a birthday celebration, or is "called" to a better job. The teachers are expected to give gifts and it often has a bad effect on them as well as to being a financial hardship. It might be more reasonable, if there must be gifts, for the "lucky" person to buy them for those left behind.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Are We Too Credulous?

EDUCATORS are trying to keep pace with progress in industry and science. No one can blame them for that—there is much to learn in the fields of psychology, philosophy and methods. At the same time, education is one of our oldest areas of activity—in its name much has been introduced, tested, rejected or retained throughout the centuries. Hundreds of years ago people experienced the same feelings we experience, thought the same thoughts we think and tried many of the ideas we today think are new.

There is nothing new about not giving school marks, about the ungraded school, about the activity centered school or the laissez-faire type of discipline. These are old ideas that died generations ago and have come back to haunt society in another era.

I do not mean that there is no good in the new or that one should not try to evolve new methods but I do mean that educators should not be as credulous as they are—they should not grab at every seemingly new idea as suckers grab at bait. Let's leave the role of sucker entirely to the fish—let's analyze these new ideas—let's weigh them—let's think them through and determine for ourselves what is sound and what is worthless. Too many educators are like a delegate to the Chicago convention. Another delegate said to him, "Bill, what do you think about the tax question?" Bill replied, "Think? I didn't come here to think—I came here to yell."

Our duty is to find what is good in the new and combine it with what is good in the old and then march on to greater achievement in teaching. Discipline, teaching children facts, teaching them to

think soundly, to cooperate and work hard always are sound objectives. If we can create the right attitude for maximum achievement along these lines through limited activity and group planning we will have played our part well. The need for close discrimination never was more imperative than now.

▼

College Not A "Must"

What is a college education worth? There are two extreme ideas: (1) College education is essential to success; (2) it is not necessary. The head of a mercantile firm in Chicago recently told me that out of one hundreed college graduates hired by his company last year only two succeeded and out of fifty non-college people hired only one failed. The college people were visionary, unreliable, passive.

Too frequently college work is pointless, nebulous, gassy. It needs a hypodermis; it needs to be made more vital and realistic. Higher education should prepare each student to think, work, serve and live nobly. College implies more than a granary where the goats go to fatten—it should be a practical experience with dynamic teachers.

College has a real contribution —one should go if possible. However, if he is unable to go, hard work, alertness, courtesy and reliability will guarantee success.

▼

THE A-PLUS TEACHER

"A good teacher is as wise as Solomon, as impartial as a telephone directory, as untiring as a steam engine, as patient as a glacier, as alert as a mongoose, as tender as a sore throat, and as rare as a hen's tooth"—thus Myra Kelly, a former teacher and writer, describes the "good teacher."

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Pluck

"Congratulations," I said to Ralph, who had just been elected president of the junior class. The boy reached out his left hand.

Two years ago last summer Ralph, who had been outstanding in the upper grades, was greatly anticipating his entrance to high school. He had every prospect of attaining success in the classroom and on the athletic field, and of being a leader in all sorts of student affairs. And then a most unfortunate accident occurred.

One day when Ralph was visiting on a farm he became entangled in a mowing machine. The result was that his right hand had to be amputated.

The boy's spirit, however, remained unharmed. Before he had been in the hospital a day he called for a paper and pencil so that he could learn to write with his left hand.

Upon entering high school Ralph, who now never could play football, sought the position of manager of the freshmen team. He set a new record of altertness and efficiency.

Under no circumstances did the boy ask for special consideration or accept pity. He took a position near the top of his class in scholarship. He became almost as skilful with his left hand as he had been with his right. He won the universal admiration of comrades and teachers. Now, besides being class president, he is one of the managers of the varsity football team.

When I hear a person calling modern youth soft and purposeless, I think of a boy like Ralph. Young people of today have just as much inherent pluck as those of previous times. Now, as always, it takes trying circumstances to call out what is in them.

Used As Wet Blanket

A young friend who has an ice cream bar and restaurant told me something which he considered a great joke. It so happens that many of our high school boys and girls often gather in the evening at his place and sometimes they get a little noisy. Frequently he is puzzled to know how to keep them under control. He does not like to reprove them for he knows they mean no harm and he appreciates their business.

The other night there was an especially large crowd and the talk and laughter became intolerably loud. A bright idea occurred to the young proprietor. He looked up at the door and said so that all could hear, "Good evening, Mr. Perkins." The effect was immediate; there was a great calm.

"Of course," the restaurant man said, "I can't fool them that way again, but the trick worked once." I remonstrated with him for using my name for a wet blanket on the merriment of youth. He graciously attempted to assure me that the desired reaction was obtained because the boys and girls out of respect wish to be at their best in my presence. His words, however, were uncomforting. I feel that I am considered a joy-killer and I shall see what I can to do improve.

Gracious Lady

I went to another city to hear a lecture by Mrs. Franklin Roosevelt. It was the first time that I had seen or heard her.

That she is a most cultured and gracious person no one could deny. Her message in itself, however, gave us nothing new to think about.

The first lady of the land is so restricted by the requirements of her position that it is impossible for her to touch upon much that is novel or controversial. What else is interesting?

The News Digest SECTION

Cody Feted; 50 Yrs. In Detroit Schools

DETROIT.—In an atmosphere of restrained wisecracking, intended to cover a heap of sentiment, 1,553 members of the Michigan Education Association congratulated Frank Cody on having served 50 years in the Detroit Public Schools—the last 21 as superintendent — and congratulated themselves on having in their midst a man described by speakers as one of Detroit's principal contributions to social welfare of the United States.

There was music in which the guests sang three of Cody's favorites, "Home on the Range," "O Susanna" and "Love's Old Sweet Song." The Rev. Edgar DeWitt Jones said of Cody that "there never was so powerful a master of the anecdote in any office of education in this country."

Never at a loss for a laugh-provoking remark, Cody replied to his eulogists with quick stories that turned away the sentiment, but he did tell his hosts "I cherish your friendship because it comes from the heart, and in the Detroit school system we have tried to build up an era of good feeling."

Fred C. Fisher, Wayne County superintendent of schools, said: "Blessed is the man who is loved by his neighbors. Frank Cody is indeed blessed."

Dr. Eugene B. Elliott, state superintendent of public instruction, remarked that Cody "is looking forward to his next 50 years with keen anticipation; he declares he is stronger now than the day he was born."

"Irregular" Courses In Schools Praised

ATLANTIC CITY, N.J.—"Irregular" high school courses, picked by the students themselves and not conforming to college entrance requirements, are turning out better college students than those with standard preparation.

This was reported by Dr. Wilford M. Aiken, Professor of Education at Ohio State University, as chairman of the Progressive Education Aoscsiation's Commission on Relations of Schools and Colleges. He addressed the Middle States Association of Colleges and Secondary Schools, at its fifty-fourth annual convention.

The unorthodox courses are given in thirty selected public and private high schools scattered from coast to coast, and by special arrangement these students are admitted to a large number of colleges that waive their normal entrance requirements. Professor Aiken told of a careful and minutely detailed study of the first class of these students, which finished its four years in college last summer.

Observers found these students more interested, more active in outside studies, more confident in their own preparation for hard college work, and getting better results. This was most true with those whose preparation was most unorthodox.

U. S. EDUCATION UNPREPARED, SAYS PROFESSOR MAHONEY OF B. U.

BOSTON.—Unpreparedness in the United States is not confined to its armed forces. There is an "educational unpreparedness" here that is equally as serious, Prof. John J. Mahoney, Senior Professor of Education at Boston University School of Education, told delegates attending the annual meeting of the New England Association of Colleges and Secondary Schools.

Speaking on the subject, "Are New England Colleges and Secondary Schools Educating Definitely and Adequately for Civic Competency?" Professor Mahoney's answer was a blunt "no!"

As far as any efficient citizenship program is concerned, he declared that "educators today, both in schools and colleges, are in a state of educational unpreparedness." The reason, explained the Professor, is that educational authorities "have not occupied themselves with a study of democracy, its nature and its needs." Their attention up to now has been that of the American people in general, "one of profound unconcern."

Professor Mahoney proposed to meet this state of "educational unpreparedness" with three definite measures of defense: to try to develop (1) "a clear comprehension of the meaning of democracy"; (2) "more interest in things political"; (3) "an appreciation of the need for, and the qualities of, the superior political leader."

Referring to the development of political leadership, Professor Mahoney declared that if schools are to deal definitely with this question, "school authorities must begin by writing down the definite qualities that the superior political leader displays. At present there is no indication that school authorities know what they are."

He warned, however, that a program of civic education in the schools and colleges will not alone "secure the perpetuation of democracy. It is a task that calls for adult civic education also."

Town Sold School And Didn't Own It

BOSTON.—The full bench of the supreme court ruled recently that the town of Ludlow in 1937 sold a schoolhouse it did not own.

The ruling upheld the contention of Miller J. Meeker of Ludlow that he and his wife, Ida, owned the property, having purchased it in 1920 from a man named Fuller, with the deed giving them title subject to the right of the town to use the district schoolhouse which had been built there in 1900.

The town abandoned the school in 1935 and sold it at public auction in 1937 to John Oszust of Ludlow.

PENSION PLANS FOR TEACHERS ARE FOUND IN 300 COLLEGES

PHILADELPHIA.—More than 300 colleges and universities in the United States, Canada and Newfoundland have adopted definite methods to provide retirement pensions for the 70,100 teachers on their staffs, it is revealed in a survey by Rainard B. Robbins, an insurance executive.

Most prevalent of the various types of retirement plans evolved since the turn of the century, Mr. Robbins found, is that in which both the institutions and the teachers contribute and which is financed through contracts with life insurance companies. This method is employed by 212 of the colleges and universities. As for the rest, six have contributory plans that accumulate their own funds, and ninety-six use plans that are part of a broader system covering retirement incomes for public employes and religious workers.

There are no retirement plans in 290 institutions, and no information on the subject could be elicited from 128 others.

Many universities have more than one plan in operation. Thirty-seven have no formal arrangement for contribution but provide pension funds from other sources, and eight have only pensions financed by the Carnegie Foundation for the Advancement of Teaching, established by Andrew Carnegie in 1905.

"Borderline cases have been encountered that are difficult to classify," Mr. Robbins declared. "Many colleges that have no formal arrangements for retirement income deal individually with staff members who must be relieved of all or part of their regular duties because of age. Similar treatment of successive cases has established a precedent in some institutions. Others have arranged part-time work with part pay for elderly staff members."

Mr. Robbins contended that from all present indications a satisfactory retirement plan was essential to the maintenance of high professional standards in educational institutions.

Urges Federal Aid For South's Pupils

CHICAGO.—The rural South is the only part of the United States "that is reproducing itself abundantly and is thus furnishing the increment of the population which is steadily flowing north and east and west," states the report of the Julius Rosenwald Fund, issued by Edwin R. Embree, president.

The report shows that the foundation has disbursed $1,057,201 during the last two years for improving rural schools in the South, providing fellowships for Negroes and white Southerners, building up a few university centers for Negroes, and improving Negro health.

"Since the lack of wealth of the Southern States keeps them from providing adequate schools for their children, the future citizens of all parts of America," says President Embree in the report, "Federal subsidies are needed in a plan for the national equalizing of educational facilities."

Eight Standards Of U. S. Dialect

PROVIDENCE, R.I. — Say "Merry, Marry and Mary" and Dr. Henry Lee Smith of Brown University probably can tell from what part of the United States you come.

Dr. Smith says his linking persons with United States geography is easy because there are only eight distinct standards of dialect in America.

New Englanders invariably speak with broad "a's," Dr. Smith says. And in the Midwest it is "greazy" instead of "greasy."

Dr. Smith says he became interested in American dialects as an instructor at Columbia University, where he made voice recordings of about 600 undergraduates. "I quite unconsciously came to distinguish the various ways they pronounced the same words," he adds.

14,558 N. H. Pupils Get Rides To School

CONCORD, N.H.—The New Hampshire Board of Education reveals that 787 conveyances are being used to carry 14,558 pupils to and from their schools. The cost of this transportation, according to the Board, was $543,170.47 for the 1939-1940 fiscal year.

A total of 9,982 pupils are carried in 251 regular school buses, 1,629 are transported in 124 station wagons, 695 go to and from school in 52 converted commercial delivery trucks, 2,231 are carried in 342 pleasure cars, and 21 are transported by 18 horse-drawn vehicles.

Of the pupils furnished with such transportation, 11,361 are attendants at elementary schools and 2,015 are enrolled in high school. The balance are specially classified students.

Actually there has been a great increase in the transportation of pupils in the last decade. The number transported has doubled since 1939-1930, and the cost has risen about 25 per cent.

Two-Way Phone Aids Iowa Shut-in Pupils

DES MOINES, IOWA. — Hearts with an off-key beat, limbs withered by infantile paralysis, bones broken in accidents—these and other afflictions have failed to keep twenty-eight Iowa pupils from "going to school."

Miss Jessie M. Parker, Iowa Superintendent of Public Instruction, said she believed that the Iowa system of bringing the classroom to the child over a leased-wire hook-up is the only one of its kind in the United States.

A dozen Iowa districts are using the two-way teaching devices," she said. Actually, the mechanism is similar to the interoffice communication arrangement used by a boss when he wants to talk to his secretary without getting up and opening the door.

Placed in the child's room is a box-like instrument resembling a small radio set. On the teacher's desk at school is another just like it.

The child not only hears everything that goes on in the classroom; he also "recites" when called upon. The State provides the devices and the school district pays the telephone tolls.

Says American Youth Has Become "Soft"

CHICAGO.—President E. A. Cross of the University of Colorado asserted recently that American youth had become "soft."

"It is the English teacher's job to . . . turn the next generation of Americans away from the soft, the cynical, the careless, the half-baked, toward disciplined and virile citizens," he told delegates to the annual convention of the National Council of Teachers of English.

Teacher Loses Reinstatement

BOSTON.—Hazel M. Davis of Wakefield has lost her fight for reinstatement as a Somerville school teacher when the supreme judicial court denied her petition for a writ of mandamus against the Somerville school committee.

The petitioner, dismissed by the school committee in 1938, contended that by virtue of earlier service as a teacher in Acton, she had completed 20 years teaching in the commonwealth and was consequently entitled to reinstatement under a special statute.

The supreme court found that the statute, which makes no mention of school committees, did not apply in her case, and concluded that "in view of the long-established legislative policy to place in school committees the power to dismiss teachers, it seems very unlikely that the Legislature intended to depart from that policy without clearly saying so."

A New Type Remedial Reader

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Refugee Placement Group Open Offices

NEW YORK.—Dr. Alfred E. Stearns, headmaster of Phillips Academy at Andover for thirty years, has leased offices on the seventh floor of the RCA Building in Rockefeller Center for headquarters of the International Education Council, of which he is the director.

The council is engaged in placing refugee children in American schools and colleges. It formerly was a division of the United States Committee for the Care of European Children, but now functions independently.

It already has made arrangements with more than 500 educational institutions to admit refugee children, usually at reduced rates or at full scholarship. More than 300 children have already been placed.

Truant Officers To Get London Dead-End Kids

LONDON.—Authorities have decided to set the truant officer on London's dead-end kids.

They estimated that three-fourths of the 92,000 school children remaining in the city are not going to school, but are spending their nights in air raid shelters and their days roaming the streets.

Now, along with the growing campaign for compulsory removal of children from the city, school attendance is to be enforced.

College Warned To Revise Policy

WASHINGTON. — Eugene Meyer, publisher of the Washington Post, told college business executives recently that the Nation's colleges should guard against becoming "dying industries."

In an address prepared for a meeting of the Eastern Association of College and University Business Officers, Mr. Meyer suggested that both the academic and financial phases of colleges should be readjusted to modern conditions.

In the matter of finances, Mr. Meyer suggested that colleges consider the possibility of employing an expert financial counsellor, to serve a group of colleges in guiding the investment of trust funds.

Maine Educator Heads Officer Council

CHICAGO.—Dr. Bertram E. Packard, Maine's education commissioner, was elected president of the National Council of State School Officers at the annual meeting here. State education commissioners and superintendents comprise the association membership.

H. J. Schnelle

NEW HAVEN, CONN. — Henry J. Schneille, director of health and physical education in New Haven public school system for the last twenty-seven years and a pioneer in the field of physical education, died last month. He was 55 years old.

PRAISES AMERICAN TEACHERS FOR PATRIOTIC PUBLIC SERVICE

SYRACUSE, N.Y.—Ernst E. Cole, State Education Commissioner, lauded American teachers for "training the ablest and most efficient citizenry of any country and any age" while being "grossly underpaid."

"To really great teachers pay is a minor matter." Mr. Cole told the house of delegates of the New York State Teachers' Association at a convention dinner . . . "To my mind it proves that the teacher has always been the most patriotic, loyal and self-sacrificing of all our citizens.

"They have been and still are grossly underpaid, if we are to consider merely the financial return."

Mr. Cole's address climaxed a day in which the delegates debated a resolution calling for transfer of Federal educational functions to the existing public school set-up.

The State Commissioner said he emphasized his opinion of teacher pay "because of a feeling in certain quarters that the only concern of our teachers is money."

"I am afraid the apparent hostile attitude of some of our citizens," he continued, "comes from the fact that during the last few years educational organizations have been obliged to assume a large part of the burden in the fight for maintenance of state aid.

Dr. John W. Dodd, veteran superintendent of Freeport, L.I. schools, was elected president of the association to succeed William J. Small, of Niagara Falls.

Book Reviews

Highways

In reviewing this the third of the six books published under the general title of *The Realm of Reading*, one wonders if the best way to give the reader an adequate idea of the volume might not be to publish the table of contents. But this would be impracticable. The reader, nevertheless, deserves to be told that the work is divided into eight different "highways," interspersed with occasional "Interludes." Each of the 'highways" is preceded by an introduction and ended with questions and other suggestions. The Second Highway is entitled "The Country," the third "The City," and the fourth "This Terrestial Globe." Under the Second Highway we find selections of which the following are typical: "Under the Greenwood Tree" (Shakespeare), "The Revolt of 'Mother'" (Wilkins), "After Apple-picking" (Frost), "The Huskers" (Whittier), and "The Mowing" (Grayson).

The "Interludes" add variety, humor and color. Among them are to be found specimens of the long story, Dickens's "A Christmas Carol," Conan Doyle's "The Adventure of the Norwood Builder," Tarkington's "Penrod's Busy Day," and Mary Roberts Rinehart's "Mr. Cohen Takes a Walk." Most children will find the study of such a book to be pleasure rather than work. The material is adapted to an usual degree of exactness to the mind of the pupil of the age for whom this particular collection is planned.

Of *The Realm of Reading* series the present volume is intended for the eighth grade and like its companions is a beautiful book, original in plan and colorful in content.

HIGHWAYS By Walter Barnes, Mabel A. Bessey, Gladys G. Gambill, Ward H. Green, Tom Burns Haber, Ethel Louise Knox, Clarice Soule Seay, Marquis E. Shattuck.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

John Citizen, Jr.

The modern youth is not like some Oriental sage who would detach himself from his social environment. The young person of today wants to know what goes on around him and what it means to him.

"Citizenship and Civic Affairs," by Harold Rugg, is the newest member of a noteworthy series aimed at introducing high school students to the group life of community, state and nation and of mankind in general, in such manner as to cause each student to sense his own responsibilities and privileges, his own share of common problems. Matters of political science or civics in the ordinary sense are presented in the perspective given by history, geography and sociology.

How we arrive at our opinions—so varied at so many points—is an underlying theme of this particular volume, and the student is promptly awakened to consider this question by the informal dialogue in the first chapter. He is to delve into the meanings of the American system of government and those other institutions and customs which comprise the framework of our life together.

A certain intimacy between author and pupil seems to characterize this text, which, in attractive get-up and apt illustration, marks another forward step in school-book making.

CITIZENSHIP AND CIVIC AFFAIRS. By Harold Rugg. Volume V of the Second Course in Series on Man and His Changing Society. — Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Problems in Reading and Thinking

Except for a small percentage of "born" students, the art of study is one that must be acquired by long and faithful practice. And the most essential instrument of study is the ability to read, with speed and comprehension, and to assimilate by thinking. Hence the importance of such a text as "Problems in Reading and Thinking," and the "Practices" and "Experiences" volumes designed to precede it in the English course of the junior or senior high school.

In each of these texts a well organized attack is made upon habits of superficial reading. The pupil is shown how to grasp the information or the reasoning or the conclusions of an author, and not by precept only but through a multitude of selections. Questions and exercises are abundant, as are the suggested references for outside reading on the subjects dealt with in the various units.

The aim is to assist the youth to overcome reading difficulties and develop his power to analyze, weigh and utilize what he reads. It is good to see the growing emphasis upon this basic skill of education.

This trilogy of texts by Center and Persons is a highly promising contribution to the teaching material in this comparatively new field—not "new" so much as newly discovered.

PROBLEMS IN READING AND THINKING—Books I, II, III. By Stellar S. Center and Gladys L. Persons. Directors of Reading Clinic, New York University.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Stops

The theme of this lighthearted little book is the correct placement of commas, semi-colons, colons and periods; in short, punctuation. Its method is the giving of correct examples, followed in each case by a briefly stated rule.

Large type is used for the correct exhibits and amusing cap-and-gowned homunculi are shown playing with exaggerated stops. Each page has only one principle. In thirty-six pages, the main secrets of punctuation—the niceties that sometimes baffle the experienced writer—are revealed. A great deal of fun and enthusiasm have gone into the making of this unusual handbook. The quotations chosen to illustrate the rules are quite as happy as the tiny men. The typography represents hand setting by students in the Breadloaf School of English affiliated with Middlebury College—where, in fact, the entire project was conceived and written.

STOPS.—Vermont: Middlebury Press.

Everychild and Books

How to put each child in touch with the books he can most enjoy and profit from at any given time—this is indeed a delicate and challenging problem. "Everychild and Books" undertakes to assist the parent or teacher who aspires to meet that challenge intelligently and successfully. In itself a fascinating account of discoveries in the world of juvenile thought and feeling, this modest volume should prove exceptionally fruitful in suggestion to the thoughtful adult. Many books that have delighted children are

delightfully described. Devices such as the family story hour and the classroom reading circle are usefully hinted.

In an era when so much of the emphasis on reading is concerned with mastery of its technical difficulties, it is refreshing to pick up a manual like this of Betzler and Moore which frankly seeks to enlist whatever reading power a child possesses in reading for the love of reading. Surely here is a dynamic book that makes technical hurdles easy to surmount. If a book can be found to captivate the spirit, the eyes and mind will manage somehow.

EVERYCHILD AND BOOKS. Jean Betzner and Annie E. Moore. Indianapolis, Ind.—The Bobbs-Merrill Company.

Working with Words

Seven trim and durable little volumes, grades two to eight, compose the "Working with Words" Spellers. These provide a carefully graded succession of units, 34 to each year, each unit divided into one week's work of daily lessons.

Spelling mastery of 4084 basic and 2443 related words is the chief goal to be accomplished with the aid of these seven books. But a measurable improvement is reading, writing and oral usage seems an assured by-product.

Weekly tests are facilitated for charting the pupil's progress are features of the series, as are the black and white illustrations throughout and the dictionary section at the end of every volume after the first two.

Since spelling for most children is a matter of orderly and persistent drill, a series like "Working with Words" that clearly directs each step, is an exceedingly useful guide.

WORKING WITH WORDS — A Basic Speller. By F. M. Garver, A. N. Ginrich, Dorothy Wanner.—New York: Thomas Nelson and Sons.

Experience and Expression

The ability of authors and publishers to produce textbooks that blaze entirely new trails seem to be without limit. *Experience and Expression* is designed to prepare students for rapid reading later in a survey of literature. The basic idea in the planning of the book was the belief that effective expression grows out of experience. How can a student form an intelligent opinion of what he reads? How can he relate an idea in literature to the world in which he lives, and thus share in an author's experience? These are typical questions which this book successfully attempts to answer.

Part I has to do with "Approaches to Literary Types" and under this head discusses the essay, poetry, the drama, the short story and the novel. Part II consists of selected illutrative readings. And Part III takes up the "Technique of Expository Writing." The book combines literary criticism with the art of composition. It is worthy of the highest respect from the point of view of scholarship but throughout the emphasis is distinctly practical. The first part is especially delightful reading. About forty pages are devoted to appendices. Of these Appendix A. consists of suggestive questions to assist the student in his approach to literary types, and Appendix B. lists the titles, ancient and modern, which are mentioned in the text. In addition to the three members of the faculty of Hunter College whose names appear on the title page, the section on "The Art of the Short Story" comes from the pen of Blanche Colton Williams, formerly of that institution.

EXPERIENCE AND EXPRESSION. Mary Alice Wyman, Lavinia Bonner Eves, William A. S. Dollard.—New York: Prentice-Hall, Inc.

Applied Mental Hygiene

The value of mental hygiene is not confined to little children and men and women well advanced in years. It is needed by people of all ages and degrees of intelligence. In spite of the much that has been written concerning it, there has been a "No Man's Land" to which relatively little attention has been given. In the literature of the subject we find that a surprisingly small amount of space has been given to the normal young person of from ten to eighteen. One of the objects of this work, which bears the sub-title of "Mental Hygiene for Young People" is to fill this palpable need. Mr. McClean has given us a book which the older members of the age group for which it is written can read for themselves. It is for them as well as about them. The following typical chapter headings suggest its general scope: "Cultivate Good Manners," "Be Tactful," "Relatives in the Home," "Health, Posture, Cleanliness, Clothing," "Choosing Boy and Girl Friends," and "Relying on Religion." The text is interspersed with a number of pictures, including some of William Steig's cartoons from *The New Yorker*.

However, as one reads these chapters the question arises as to whether it might not be even more useful to parents and teachers than to the children themselves. For those having to do with young people of this age it is full of material which they will find to be fresh, informing, and helpful. Although it has a background of scientific data, technical terms never obtrude themselves. Since it is written for children, adults will find its style popular. This, though, is not to be counted against it. It presents in simple form the sifted wisdom of the best of scholarship in the field of applied psychology.

KNOWING YOURSELF AND OTHERS. By Donald McClean. New York: Henry Holt and Company.

Where Man Lives

Will Durant in an address delivered late in 1939 on "The Crisis in American Civilization" mentions as one of our very serious problems the possibility that "the very soil out of which we derive our being, by whose permission, so to speak, we have civilization, may be slipping from under our feet."

Among enlightened educators the fundamental importance of geography is being recognized more and more. One evidence of this is the increasing number of excellent texts in the field. Of these the present volume by two professors in the University of Cincinnati is a typical example. In format, in approach and in content it is an admirable piece of work.

Part I deals with "The Natural Environment of Man" and discusses topics like climate, soil and minerals. This section furnishes a foundation for the regional discussions which follow. One of the most marked features of the book is the special stress laid upon the economic and social implications of the subject. The vocabulary is scientifically adapted to the needs of high school students. The volume contains almost two hundred well-selected photographs as well as many maps, charts and tables.

MODERN WORLD GEOGRAPHY. By Earl C. Case and Daniel R. Bergsmark.—Chicago, Philadelphia: J. B. Lippincott Company.

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From 1875 to 1932, inclusive, there were two volumes a year. Volume 115 (1933) was the first to contain all the issues of a calendar year.

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Grins Between Grinds

FENCE JUMPERS

"Dad, what is a traitor in politics?"

"A traitor," Dad answered, "is a man who leaves our party and goes over to the other one."

"Well, then, what is a man who leaves his party and comes over to yours?"

"A convert, my boy. A convert."

* * *

SEAT OF PAIN

The moving picture usherette was in the dentist's chair.

"Now, miss," asked the dentist, "which tooth is giving you all the trouble?"

"Second from the left in the balcony," she replied.

* * *

INSPIRED WOOING

"Johnny, do you love me?"

"Sure."

"And is my figure divine?"

"Yeah."

"I'm ravishingly beautiful?"

"Hu-huh."

"My eyes are like stars?"

"Shucks, yes."

"Oh Johnny, you say the nicest things."

LITTLE MISS BOSTON

Visitor: "I suppose, Joan, that you are expecting Santa Claus to bring you all sorts of nice presents?"

Joan (aged six): "Assuredly not! I threw the Santa Claus myth into discard years ago. I have no sympathy with those, either young or old, who are obsessed by such an antiquated and obsolete complex."

* * *

INHERITED TRAIT, PERHAPS

Freddie—Daddy, what are ancestors?

Daddy—Your relations who have lived before you. I'm one, your grandfather, your great grandfather. . .

Freddie—Then why do people go around bragging about them?

* * *

A CRASH CRUSH

"I read in the paper about a guy that ran over a girl and later married her."

"Well, if everyone had to do that, there'd be a whole lot less reckless driving."

SKIMMING

They were zipping along the concrete at some 80 or 90 miles an hour, when a policeman appeared from nowhere and forced them over to the curb.

"What's the matter, officer?" they asked. "Were we driving too fast?"

"No," he answered sarcastically. "You were flying too low."

* * *

JUST A LOOKER

"Father, what is a counter-irritant?"

"A counter-irritant, Son, must be a person who shops all day and doesn't buy a thing."

* * *

POETIC

Father—So you love my daughter?

Suitor—Love her? Why, I would die for her. For one soft glance from those sweet eyes I would hurl myself from a lofty cliff and perish—glad to have a chance to sacrifice myself in her name.

Father—Well, you can't have her. I'm something of a liar myself, and one liar is enough in a small family like ours.

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